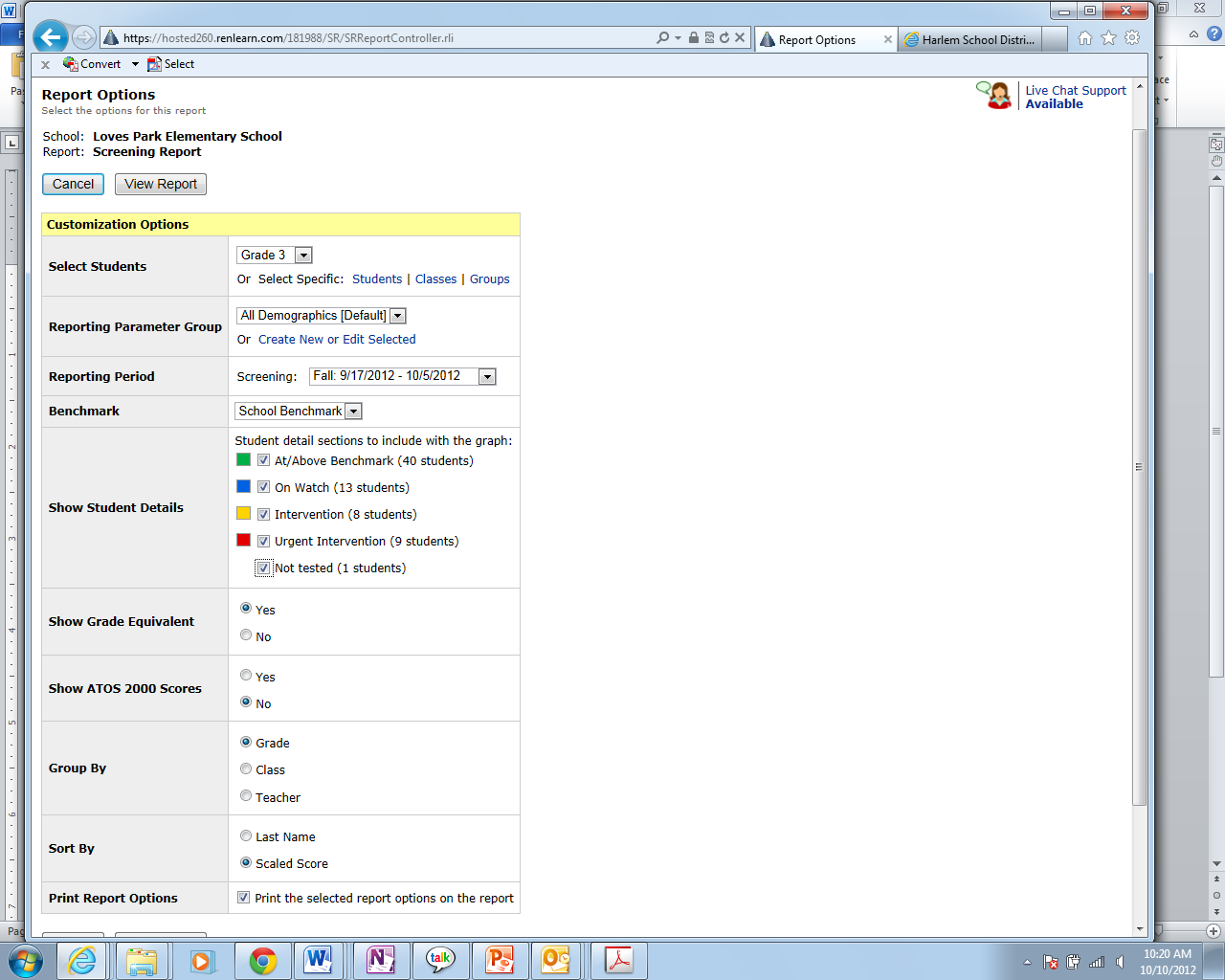
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**Data Day #1**

**October, 2012**

***Do the following for both STAR Reading (Early Literacy) and STAR Math.***

**Step 1**

Access your ***Grade Level***

***Screening Report***. Review your own class, and also review the entire grade level. (You may need to ask your data coach or STAR trainer access this data for you).

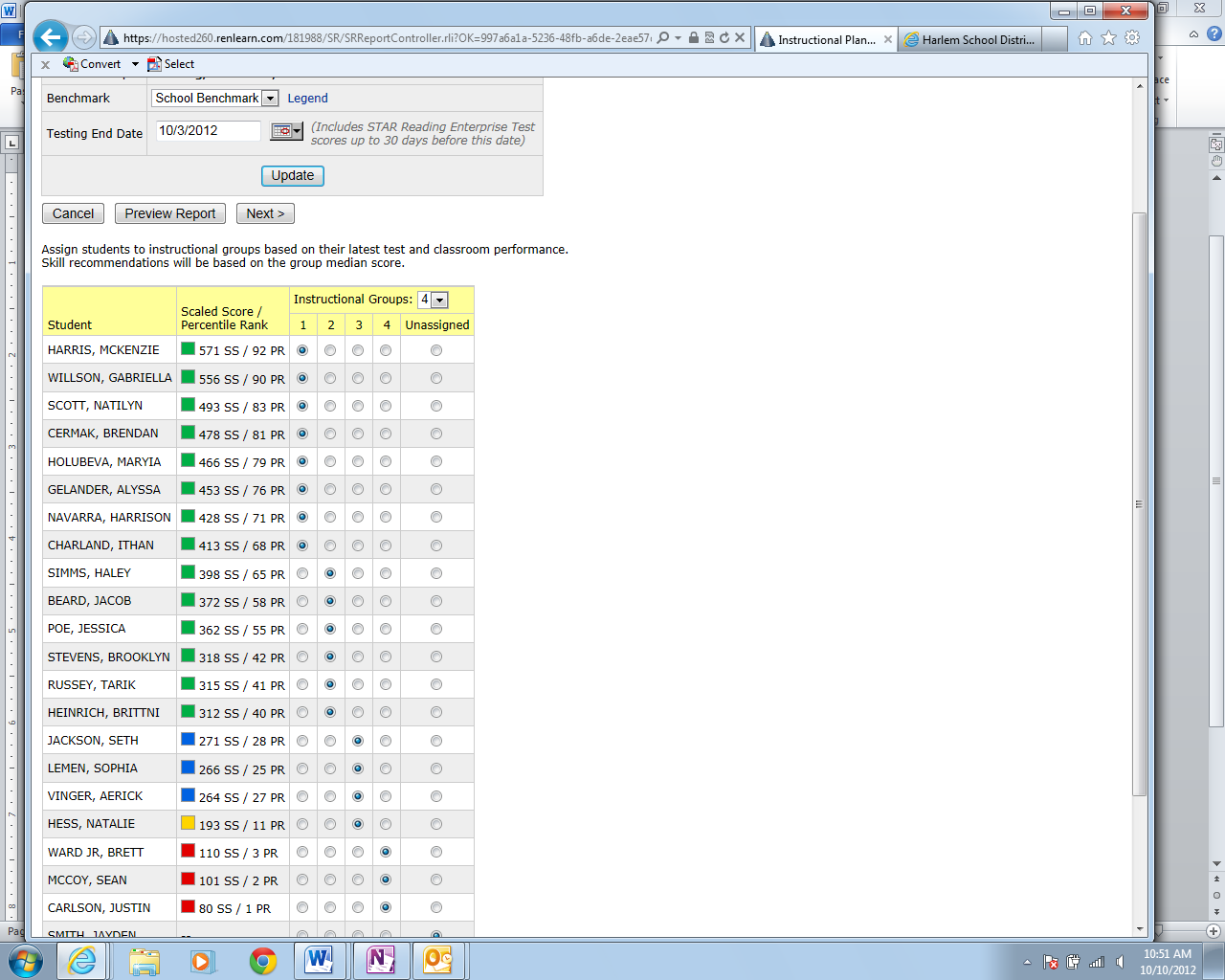
Select School Benchmark.

Click the box in front of each graph area.

Then select “View Report”.

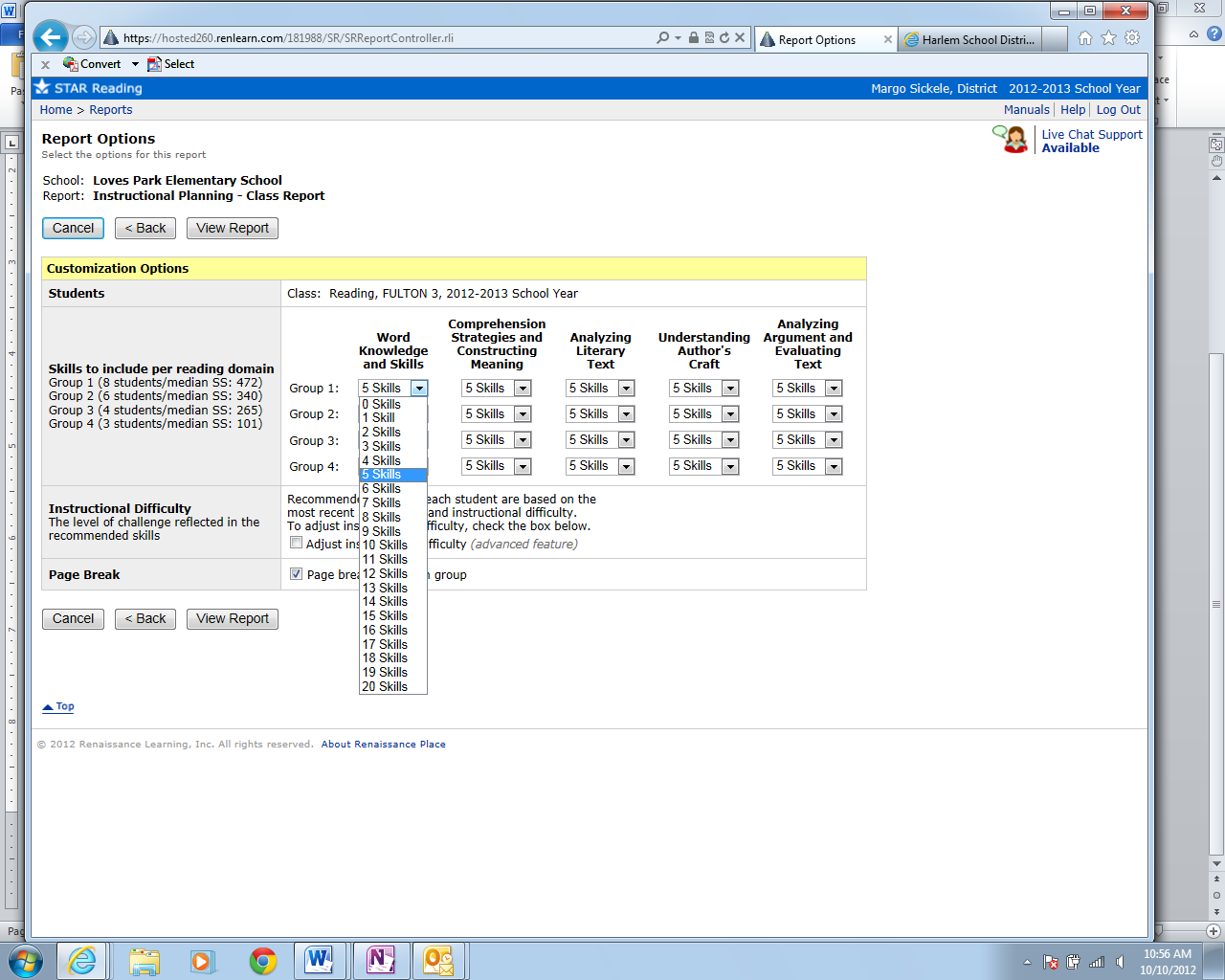
**Set a goal for Benchmark 2.**

Ex: *Currently 58% of 3rd grade students are at or above benchmark. By the end of Winter Screening, 65% of students will be at or above benchmark*.

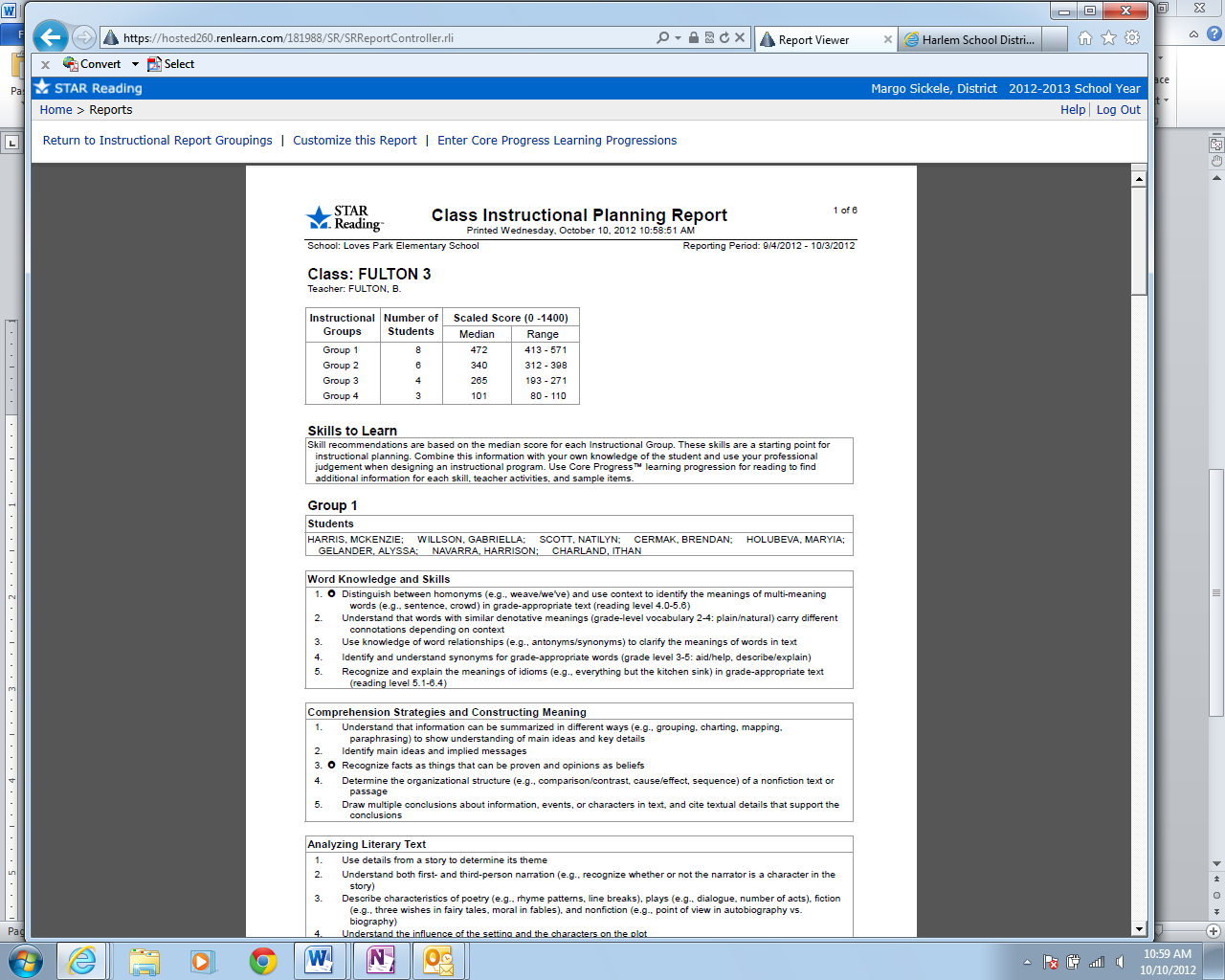


**Step 2**

Access your Instructional Planning-Class report. Select “School Benchmark”. Determine how many instructional groups you will have for small group instruction (between 2 and 5). Click the radio button for the group in which each student will be placed. You make that determination yourself. Click the “Next” button.



Then, determine how many skills in each of the areas you’d like to see for each group. If one of the areas will not be covered before the January benchmark window, select 0 skills. You may run this report at any time during the school year; if you select 5 skills and students master them all prior to the benchmark, you may go back and select more skills.



The skills with a circle in front are considered “Focus” skills (focus skills identify the most critical skills to learn at each grade level).

Review your ELA and Math guides to determine what your instructional plan is between now and the winter benchmark period. Plan your instruction for each group based on the scaffolded learning progressions provided in this report.

Work with your grade level team members and instructional support staff to assist in planning.

***Make sure that any student that is “below benchmark” is receiving small group instruction at least 4 days a week by the classroom teacher as part of their core instruction. Some of these students will be receiving additional tiered interventions if they have been through the RtI process.***

**Reading**

**My Class Goal:**

**Our Grade Level Goal:**

**Instructional Focus Area:**

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| **Group** | **Objective** | **Teaching Strategy** | **Materials** | **Arrangement** | **Time** | **Assessment Procedures** |
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**Instructional Focus Area:**

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| **Group** | **Objective** | **Teaching Strategy** | **Materials** | **Arrangement** | **Time** | **Assessment Procedures** |
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**Instructional Focus Area:**

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| **Group** | **Objective** | **Teaching Strategy** | **Materials** | **Arrangement** | **Time** | **Assessment Procedures** |
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**Instructional Focus Area:**

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| **Group** | **Objective** | **Teaching Strategy** | **Materials** | **Arrangement** | **Time** | **Assessment Procedures** |
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**Instructional Focus Area:**

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| **Group** | **Objective** | **Teaching Strategy** | **Materials** | **Arrangement** | **Time** | **Assessment Procedures** |
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**Math**

**My Class Goal:**

**Our Grade Level Goal:**

**Instructional Focus Area:**

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| **Group** | **Objective** | **Teaching Strategy** | **Materials** | **Arrangement** | **Time** | **Assessment Procedures** |
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**Instructional Focus Area:**

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| **Group** | **Objective** | **Teaching Strategy** | **Materials** | **Arrangement** | **Time** | **Assessment Procedures** |
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**Instructional Focus Area:**

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| **Group** | **Objective** | **Teaching Strategy** | **Materials** | **Arrangement** | **Time** | **Assessment Procedures** |
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**Instructional Focus Area:**

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| **Group** | **Objective** | **Teaching Strategy** | **Materials** | **Arrangement** | **Time** | **Assessment Procedures** |
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**Instructional Focus Area:**

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| **Group** | **Objective** | **Teaching Strategy** | **Materials** | **Arrangement** | **Time** | **Assessment Procedures** |
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**Examples**

Reading

| **Group** | **Objective** | **Teaching Strategy** | **Materials** | **Arrangement** | **Time on Objective** | **Assessment Procedures** |
| --- | --- | --- | --- | --- | --- | --- |
| **Group 1** | **Word Knowledge and Skills**  Use context clues | * Using Prior Knowledge * Making Connections * Questioning * Visualizing * Inferring * Root Words, Affixes | StoryTown Anthology  Guided Reading books (IRL) | 12 students (2 guided reading groups, 6 students each) each meet 3x/week, 15-20 minute sessions | 5 minutes 2x/week, 6 weeks | Pre/Post Test  Observation |
| **Group 2** | **Word Knowledge and Skills**  Use context clues | * Using Prior Knowledge * Making Connections * Questioning * Visualizing | Guided Reading Books (IRL)  Reading A-Z books | 6 students  Guided reading group 3x/week, 20-25 minute sessions | 5 minutes daily, 6 weeks | Weekly Assessment  Running Record  Anecdotal Records |
| **Group 3** | **Word Knowledge and Skills**  Use context clues | * Using Prior Knowledge * Making Connections * Questioning | Guided Reading Books (IRL)  Reading A-Z books | 5 students  Guided reading group 4x/week, 20-25 minute sessions | 5 minutes daily, 6 weeks | STAR Reading  Running Record |
| **Group 4** | **Word Knowledge and Skills**  Use context clues | * Listening (Rhyming words) * Fill in the Blanks * Using Prior Knowledge | Guided Reading Books (IRL)  Reading A-Z books | 3 students, Guided Reading group 5x/week, 20 minute sessions | 5 minutes daily, 6 weeks | STAR Reading  Running Record |

| **Group** | **Objective** | **Teaching Strategy** | **Materials** | **Arrangement** | **Time on Objective** | **Assessment Procedures** |
| --- | --- | --- | --- | --- | --- | --- |
| **Group 1** | **Comprehension Strategies and Constructing Meaning**  Make inferences and generalizations about text and connect these to life experiences and prior knowledge | * Figurative Language * Modeling * Graphic Organizers | StoryTown Anthology  Guided Reading Books (IRL) | 12 students (2 guided reading groups, 6 students each) each meet 3x/week, 15-20 minute sessions | 7-10 minutes 2x/week, 6 weeks | Running Records/  Comprehension Checks |
| **Group 2** | **Comprehension Strategies and Constructing Meaning**  Make inferences and generalizations about text and connect these to life experiences and prior knowledge | * Figurative Language * Modeling * Graphic Organizers * Cloze Strategies * Questioning Strategies * Read Aloud/Think Aloud | Guided Reading Books (IRL)  Reading A-Z books | 6 students  Guided reading group 3x/week, 20-25 minute sessions | 7-10 minutes 3x/week | Running Records/  Comprehension Checks |
| **Group 3** | **Comprehension Strategies and Constructing Meaning**  Make inferences and generalizations about text and connect these to life experiences and prior knowledge | * Cloze Strategies * Questioning Strategies * Read Aloud/Think Aloud * Graphic Organizers | Guided Reading Books (IRL)  Reading A-Z books | 5 students  Guided reading group 4x/week, 20-25 minute sessions | 7-10 minutes, 4x/week | Running Records/  Comprehension Checks  Progress Monitoring (STAR?) |
| **Group 4** | **Comprehension Strategies and Constructing Meaning**  Make inferences and generalizations about text and connect these to life experiences and prior knowledge | * Oral Inferences * Picture Books * Cloze Strategies | Guided Reading Books (IRL)  Reading A-Z books | 3 students, Guided Reading group 5x/week, 20 minute sessions | 7-10 minutes, 5x/week | Running Records/  Comprehension Checks  Progress Monitoring (STAR?) |

**Sample Schedules**

**Reading Groups**

5 Reading Groups (1a, 1b, 2, 3, 4)

**90 Minute Reading Block**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 9:00-9:10 | Whole Group | Whole Group | Whole Group | Whole Group | Whole Group |
| 9:10-9:30 | Whole Group | Whole Group | 2 | Whole Group | Whole Group |
| 9:30-9:45 | 1a | 1b | 1a | 1b | 2 |
| 9:45-10:05 | 3 | 2 | 3 | 3 | 3 |
| 10:05-10:30 | 4 | 4 | 4 | 4 | 4 |

**2 Hour Reading Block**

Sample Schedule A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 9:00-9:25 | Whole Group | 1a | 1b | 1a | 1b |
| 9:30-9:55 | 2 | 2 | 2 | 2 | 2 |
| 10:00-10:25 | 3 | 3 | 3 | 3 | 3 |
| 10:30-11:00 | 4 | 4 | 4 | 4 | 4 |

Sample Schedule B

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 9:20-9:40 | 4 | 4 | 4 | 4 | 4 |
| 9:40-10:00 | 1a | 1b | 1a | 1b | Open/1a-b/Other |
| 10:00-10:20 | 2 | 2 | 2 | 2 | 2 |
| 10:20-10:40 | 3 | 3 | 3 | 3 | 3 |
| 10:40-11:00 | 4 | 4 | 4 | 4 | 4 |

(Or “swap” one session a day for “whole group”; i.e., Monday instead of group 2 do WG. Tuesday instead of 3 do WG, etc.)

**Math Rotations**

Sample Rotations for 4 Math Groups

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group 1** | Game Table | Work Stations | Fact Practice | Teacher Table |
| **Group 2** | Work Stations | Fact Practice | Teacher Table | Game Table |
| **Group 3** | Fact Practice | Teacher Table | Game Table | Work Stations |
| **Group 4** | Teacher Table | Game Table | Work Stations | Fact Practice |